

1st and 2nd Grades

KCLPPP Lead Poisoning Curriculum Project
 Grades 1 and 2 – Curriculum Monitoring Sheets
 Fall 2002

Code	The learner will:	Activities Used/Dates Taught Teacher Notes	Assessments Teacher Notes
E-1	List or name the primary sources of lead in a child's environment (paint, dust, and soil).		
E-3a	Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)		
E-4	Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).		
E-5	Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip line of the house).		
HY-1	Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.		
HY-3	Understand the role of wiping feet to remove dust.		
L-1	Know at which age children are most at risk for lead poisoning (6 months – 6 years) and why.		
L-2	Know that lead poisoning can only be diagnosed with a blood test.		
L-4	Know that lead is a poison that can make someone very sick, even though a person may show no symptoms.		

KCLPPP Lead Poisoning Curriculum Project
 Grades 1 and 2 – Curriculum Monitoring Sheets
 Fall 2002

Code	The learner will:	Activities Used/Dates Taught Teacher Notes	Assessments Teacher Notes
L-12	List and explain common symptoms of lead poisoning.		
N-1	Identify foods that make up a balanced, healthy diet.		
N-5	Explain the need for nutritious snacks between meals, especially for children between 6 months and 6 years of age.		
N-7	Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.		
N-9	Wash vegetables and fruits carefully before food preparation and eating.		
P-1	Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).		
P-2	List ways that lead poisoning can be prevented.		



Watch Video “Sesame Street”



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-1 List or name the primary sources of lead in a child’s environment (paint, dust, and soil).
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, gravel, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- E-5 Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip line of the house).
- L-4 Know that lead is a poison that can make someone very sick, even though a person may show no symptoms.
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- HY-3 Understand the role of wiping feet to remove dust.
- E-3a Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)
- L-1 Know at which age children are most at risk for lead poisoning (6 months – 6 years) and why.
- L-2 Know that lead poisoning can only be diagnosed with a blood test.
- L-12 List and explain common symptoms of lead poisoning.

Activity Description

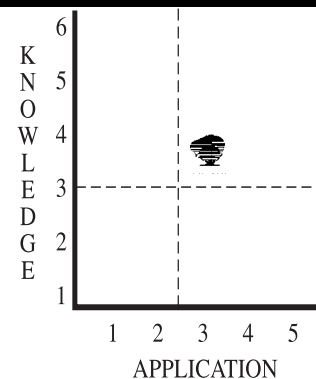
Activity – Use video as an introduction to lead poisoning. (Students may have seen in Pre-K or K). Discuss video. Have students listen to audio cassettes and follow along in comic books.

Materials – video, VCR, tape recorder, tape, little comic books, accompanying Sesame Street Video

Teacher Notes – May review chants before video

Knowledge/Skills

- Listening
- Comprehension



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Puppets



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).
- P-2 List ways that lead poisoning can be prevented.
- P-3 Outline the steps that can be taken to reduce environmental exposure to lead.

Activity Description

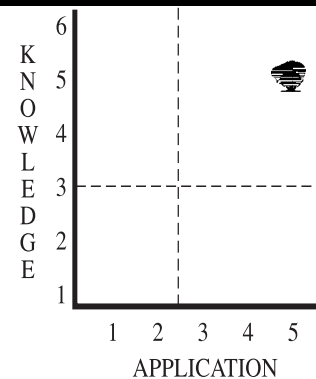
Activity – students create puppets and write own stories about lead poisoning, prevention, blood tests, or other topics. Perform for other class

Materials – Small brown paper bags, socks, wood spoons, etc. for puppets, performance area

Teacher Notes – Use as a wrap-up for unit

Knowledge/Skills

- Art/Crafts
- Writing
- Oral Presentation Skills
- Lead Poisoning Facts



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Maze



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-5 Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip line of the house).
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).

Activity Description

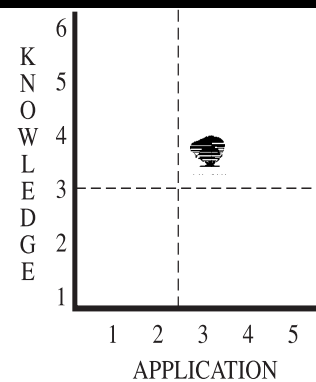
Activity – Students will make their way through the maze avoiding lead – following healthy habits.

Materials – Maze.

Teacher Notes – Use after Miner Mike Big Book reading and discussion.

Knowledge/Skills

- Identification – good versus bad habits
- Identify lead hazards



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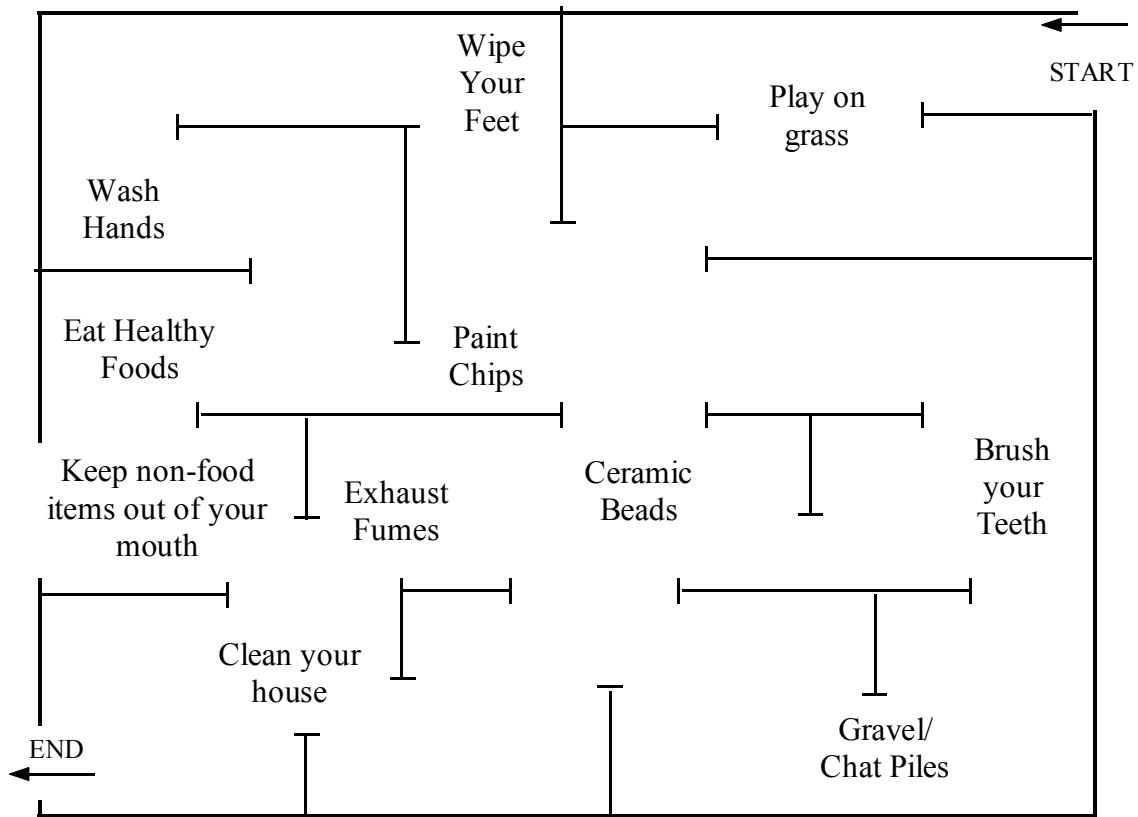
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FIND YOUR WAY TO BE LEAD FREE MAZE

Draw a line from “Start” to “Finish” . Do not cross through phases which could be possible contaminants of lead, only cross through phrases which are healthy practices or ways to prevent lead poisoning.





Lead Pollution



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- P-2 List ways that lead poisoning can be prevented.
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- HY-3 Understand the role of wiping feet to remove dust.

Activity Description

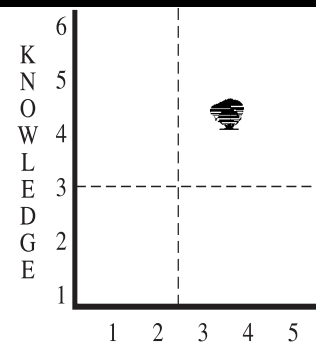
Activity – Use whole group problem solving. See problem solving model.

1. Use baby powder to show how dust can be in air (air pollution) by spraying into air.
2. Mix baby powder in paint to show how it dissolves (invisible).
3. Roll toy in baby powder to show it clings to toys, feet, hands, etc.
4. Problem solving – how can we clean these things to remove contamination.
5. Use their ideas to clean items.

Materials – baby powder, paint, various toys.

Knowledge/Skills

- Problem solving graph organizer
- Cooperative groups



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“Lead Free Me” Game



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-1 List or name the primary sources of lead in a child’s environment (paint, dust, and soil).
- E-5 Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip line of the house).
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- HY-3 Understand the role of wiping feet to remove dust.
- L-2 Know that lead poisoning can only be diagnosed with a blood test.
- N-1 Identify foods that make up a balanced, healthy diet.
- N-5 Explain the need for nutritious snacks between meals, especially for children 6 months and 6 years of age.

Activity Description

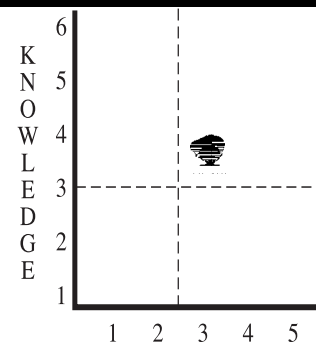
Activity – Cut cards apart. Shuffle and turn the cards upside down. Two teams will play teams will take turns drawing a card. Read the card, discuss the positive or negative. Move token accordingly. Team that reaches “Lead Free Me” first wins.

Materials – game board, cards, tokens.

Teacher Note – After students have played in a whole group format, the game may be moved to a center to be played by two students.

Knowledge/Skills

- Counting
- Backward, Forward, Spatial Skills
- Reading
- Identifying Lead Hazards
- Identifying ways to be lead free



APPLICATION

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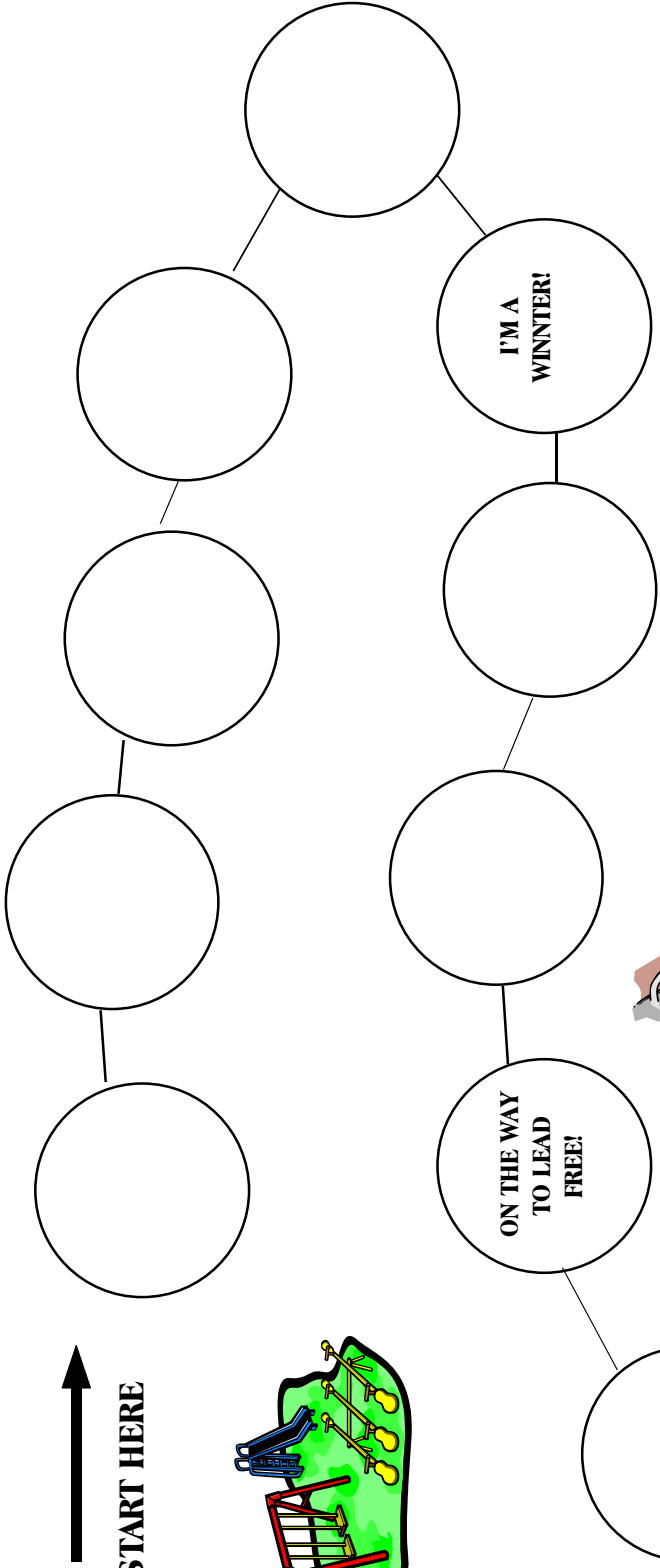
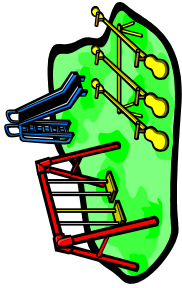
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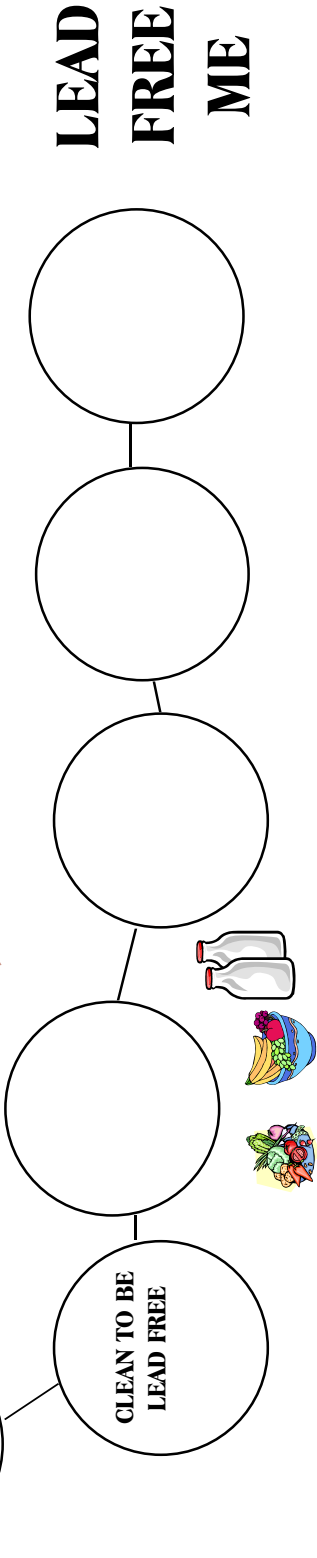
Carolyn Patterson – Quapaw, OK

↑
START HERE



**ON THE WAY
TO LEAD
FREE!**

**I'M A
WINNER!**



**LEAD
FREE
ME**

I drink milk. Go FORWARD 2 spaces. 😊	Mom washes my toys often. Go FORWARD 2 spaces. 😊	I eat potato chips for all my snacks. Go BACK 2 spaces. 😊
I played in dirt. Go BACK 1 space.	Mom uses lead-free candles on my birthday cake. Go FORWARD 1 space. 😊	Dad replaced all our water pipes with lead free pipes. Go FORWARD 2 spaces. 😊
Give me a banana, please. Go FORWARD 1 space. 😊	I forgot to wash my hands before I ate. Go BACK 3 spaces.	I was brave and had a blood test for lead. Jump to I'M A WINNER. 😊
I wash my hands before meals. Go FORWARD 3 spaces. 😊	I washed my hands, drank a glass of milk, and ate an apple. Jump to ON THE WAY TO LEAD FREE. 😊	I help mom vacuum often. Jump to CLEAN TO BE LEAD- FREE. 😊
I put paint chips in my mouth. Go BACK 2 spaces.	My play area is covered with grass. Go FORWARD 1 space. 😊	I wipe my feet before I come inside. Go FORWARD 1 space. 😊
Mom burns candles with metal in the wick. Go BACK 1 space.	I reminded my sister to wash her hands before she eats. Go FORWARD 2 spaces. 😊	I played with dusty toys. Go BACK 1 space.



Healthy Cooking (Nutrition)



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- N-1 Identify foods that make up a balanced, healthy diet.
- N-5 Explain the need for nutritious snacks between meals, especially for children between 6 months and 6 years of age.
- N-9 Wash vegetables and fruits carefully before food preparation and eating.
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.

Activity Description

Activity – make snack, mock sour cream dip

Materials – low fat cottage cheese, plain yogurt, powdered milk, cheddar cheese, lemon juice, fruits and vegetables, dish for each child

Mock Sour Cream Dip

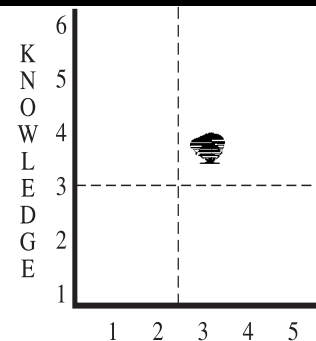
- 1 cup low fat cottage cheese
- 1 cup low-fat plain yogurt
- 1/3 cup non-fat dry milk powdered
- 2 ounces cheddar cheese, grated
- 2 tbsp lemon juice
- (contains 1225 mg calcium total)

Run ingredients through food processor or blender until smooth. After everyone has washed their hands, serve with fruits and vegetables for dipping. Each child should have his/her own dish.

Teacher Notes – Discuss healthy foods – food pyramid, possibly assemble a food pyramid using different colors for each level.

Knowledge/Skills

- Identify healthy foods
- Measuring
- Introduction of food pyramid
- Introducing different type of snacks



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Handwashing Song



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- HY-3 Understand the role of wiping feet to remove dust.
- P-2 List ways that lead poisoning can be prevented.

Activity Description

Activity – Introduce handwashing song. Have students sing the song while they wash their hands, with soap under running water.

*Wash, wash, wash your hands
Play our handy game.
Rub and Scrub, and scrub and rub.
Germs go down the drain, HEY!*

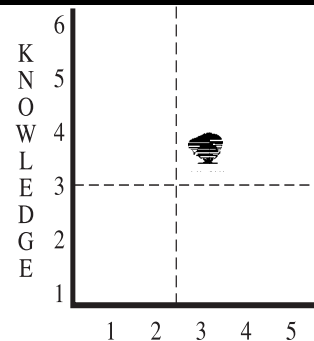
*Wash, wash, wash your hands
Play our handy game.
Rub and scrub, and scrub and rub.
Dirt goes down the drain, HEY!*

Materials – Sink, soap, paper towels, water

Teacher Notes – Do the first day of school. Students should wash their hands before eating. After going to the restrooms and after playing outside.

Knowledge / Skills

- Follow directions
- Personal hygiene
- Handwashing Technique



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Handwashing Procedure



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- HY-3 Understand the role of wiping feet to remove dust.
- P-2 List ways that lead poisoning can be prevented.

Activity Description

Activity – Handwashing demonstration

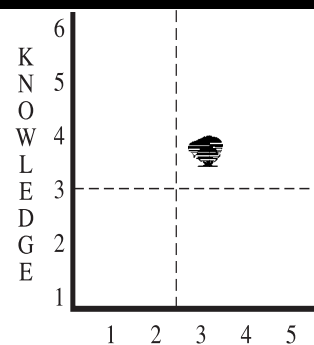
1. Turn on faucet, adjusting water to warm. Why? Warm water is better for the skin, less irritating, and warm water causes the soap to lather better.
2. Wet hands with the finger tips pointed downward. Why? Germs will run off the hands into the sink.
3. Apply a small amount of soap create lather by vigorously rubbing the hands together in a circular motion and then interlace fingers and rub. Why? To remove germs that you have picked up from playing outside, after using the restroom, and you always want to wash your hands before you eat.
4. Rinse hands with finger tips pointed down. Why? Germs will flow in the direction of the running water.
5. Dry hands with a paper towel from the fingertips to the wrist. Why? Some germs may flow from the wrist to the fingertips so hold hands upward when drying.
6. Turn off water with the paper towel. Why? A paper towel is used so you don't contaminate your hands by touching the faucet.

Materials – water, soap, paper towels, chart with pictures to show steps.

Teacher Notes – Make chart (Handwashing) ahead of lesson and review with students. Demonstrate and have each child wash their own hands. (Could have Scrubby Bear Presentation, Red Cross)

Knowledge/Skills

- Learn proper procedure for washing hands
- Sequencing



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Handwashing Demonstration

1. Turn on faucet, adjusting water to warm. Why? Warm water is better for the skin, less irritating, and warm water causes the soap to lather better.
2. Wet hands with the finger tips pointed downward. Why? Germs will run off the hands into the sink.
3. Apply soap, not too much, create lather by vigorously rubbing the hands together in a circular motion and then interlace fingers and rub. Why? To remove germs that you have picked up from playing outside, after using the restroom, and you always want to wash your hands before you eat.
4. Rinse hands with finger tips pointed down. Why? Germs will flow in the direction of the running water.
5. Dry hands with a paper towel from the fingertips to the wrist. Why? Some germs may flow from the wrist to the finger tips, so hold hands upward when drying.
6. Turn off water with the paper towel. Why? A paper towel is used so you don't contaminate your hands on the dirty faucet.



Graphing



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- N-1 Identify foods that make up a balanced, healthy diet.
N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.

Activity Description

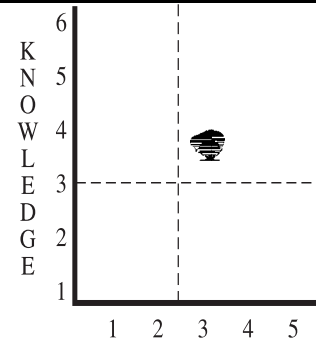
Activity – Take a poll in the class of the students' favorite healthy foods. Make a bar graph showing the results. First do favorite healthy foods as a group and then categorize by fruits, vegetables, milk, etc.

Materials – Paper, crayons, graphing paper

Teacher Notes – This activity works very well after a lesson on the food pyramid.

Knowledge/Skills

- Graphing
- Classifying/sorting



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Choose Lead Free



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-3a Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)
- E-5 Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip line of the house).
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- HY-3 Understand the role of wiping feet to remove dust.
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).

Activity Description

Activity – 2 students, 1st student uses folded paper game piece (next page). One selects a color other moves game piece to spell color. Student then selects a number and game piece is moved that many times – another number is selected and open and read under that number. The point of the game is to teach students facts about lead poisoning prevention in a fun way.

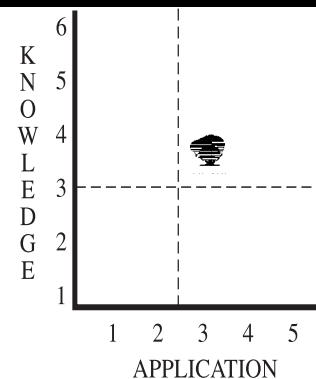
Procedure to make game piece:

8 inch square (enlarge on a copier if needed)

1. Fold each corner to center (match the dots)
2. Turn new square upside down so that folds are on the bottom
3. Repeat step 1 – Fold all 4 corners to the center.
4. Fold over crease. Open and fold again to divide square into fourths. Open square.
5. Place thumb and 1st finger of each hand under each tab bring each corner to the center.
6. Color each section a different color and label.
7. Open inside and number each triangle with a number 1-8. Under each number write a way to be lead free.

Knowledge/Skills

- Color recognition
- Color words
- Counting 1-8
- Recognizing 1-8
- Reading
- Identifying ways to be lead free.



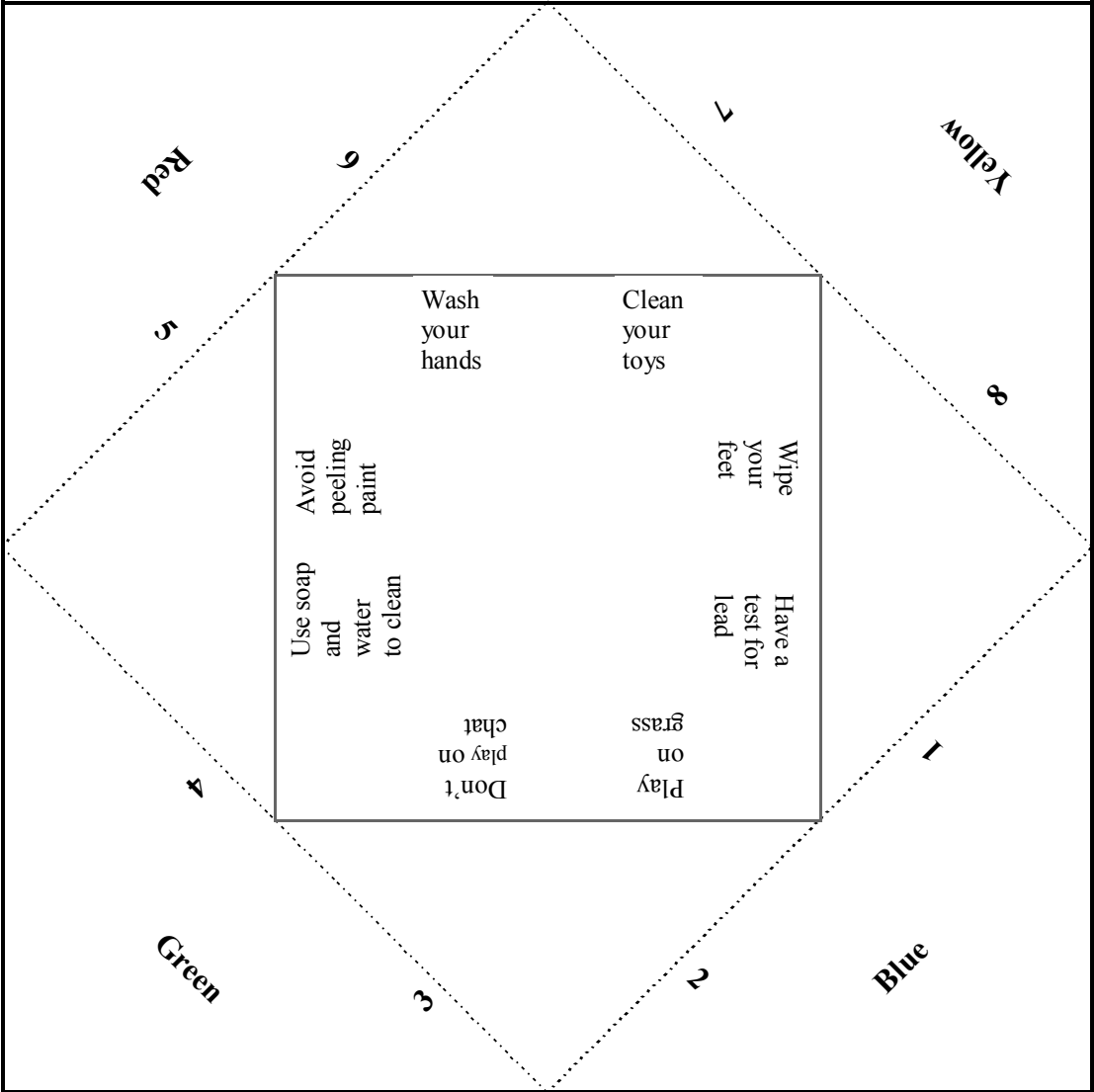
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Word Search



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Curriculum Indicator(s)

- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- HY-3 Understand the role of wiping feet to remove dust.
- N-1 Identify foods that make up a balanced, healthy diet.
- N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).
- P-2 List ways that lead poisoning can be prevented.
- N-9 Wash vegetables and fruits carefully before food preparation and eating.

Activity Description

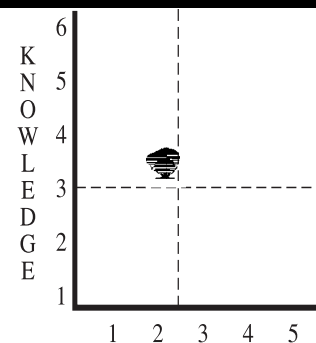
Activity - Words for word search – type in these words to create your word search.
wash, spinach, apple, bananas, grapes, soap, broccoli, hygiene, wipe feet, blood test, cereal, liver, carrots, corn, cheese, milk, yogurt, dust, lead, paint, soil, chat, water, contamination, toys, pipes, exhaust, mines, candles

Materials – Word search, computer program available in most schools

Teacher Notes – Vocabulary is included in the story of Miner Mike. May be very useful after reading the story for vocabulary study.

Knowledge/Skills

- Word identification
- Increase vocabulary
- Classification of helpful and harmful words



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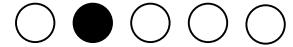
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Word/Picture Match



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- N-1 Identify foods that make up a balanced, healthy diet.
- N-5 Explain the need for nutritious snacks between meals, especially for children between 6 months and 6 years of age.
- N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.

Activity Description

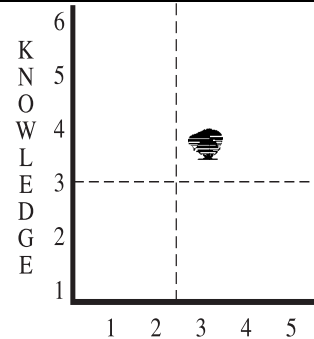
Activity – Have picture cards with healthy foods that contain iron, high in calcium, and low in fat. Have word cards with the food names on them. Students match the word card with the picture card. Students can also play Memory with the cards.

Materials – Word and Picture Cards

Teacher Notes – Use after introducing words in the story, word search, and discussing the food pyramid.

Knowledge/Skills

- Word Identification
- Classification
- Memory Skills



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Miner Mike



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-1 List or name the primary sources of lead in a child's environment (paint, dust, and soil).
- E-3a Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- L-2 Know that lead poisoning can only be diagnosed with a blood test.
- N-1 Identify foods that make up a balanced, healthy diet.
- N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).
- P-2 List ways that lead poisoning can be prevented.

Activity Description

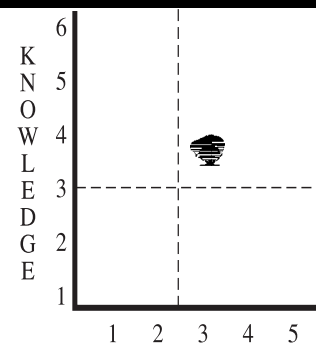
Activity – Read Big Book to class. Discuss Miner Mike and what he is doing in each picture. Students may use their own copy of the story – (see black line master). Have 1st grade point to certain words in the story. Have 2nd grade highlight important details. Students may color the pictures in their own books.

Materials – Big Book, little books for each student, crayons

Teacher Note – Read the Big Book at the beginning of the unit.

Knowledge/Skills

- Listening skills
- Word Recognition
- Main Idea
- Comprehension



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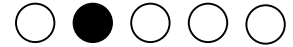
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Stay Away Poster



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-1 List or name the primary sources of lead in a child's environment (paint, dust, and soil).
- E-3a Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- E-5 Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip line of the house).
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).
- P-2 List ways that lead poisoning can be prevented.

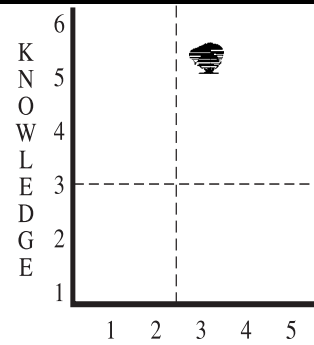
Activity Description

Activity – Discuss hazards of playing on chat piles. Child designs poster depicting hazards of playing on chat piles. Put posters in prominent places in town.

Materials – Paper, Crayons

Knowledge/Skills

- Art
- Learn about safe play areas
- Hazards of chat piles



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Shopping for Healthy Food



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- N-1 Identify foods that make up a balanced, healthy diet.
- N-5 Explain the need for nutritious snacks between meals, especially for children between 6 months and 6 years of age.
- N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.
- N-9 Wash vegetables and fruits carefully before food preparation and eating.

Activity Description

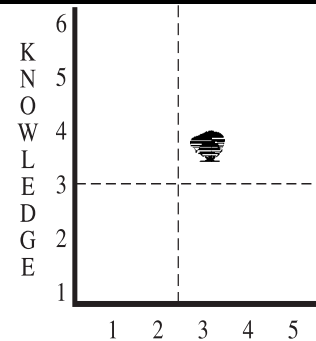
Activity – Look through grocery ads to find pictures of healthy foods. Make a book or collage. Compare costs of food. (Larger and smaller numbers)

Materials – Newspaper ads, poster boards, glue, scissors

Teacher Notes – Use after discussion of foods.

Knowledge/Skills

- Classification
- Comparison



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